

Administrators' Guide
CETE Management & Reporting Tool
The Center for Educational Testing and Evaluation



The Management & Reporting Tool accessed through the CETE website, www.cete.us, exists to support No Child Left Behind (NCLB) testing in Kansas, as well as other state-wide testing programs. This guide will help administrators with District or Building type Usernames to make use of the tool by discussing:

- Logging onto the Management and Reporting Tool
- Navigating the website
- Managing users to delegate administrative functions
- Other administrative tools
- NCLB Student Editor and Data Upload
- NCLB test administration
- NCLB feedback and data analysis tools
- Kansas Alternate Assessment (KAA) reporting
- Kansas English Language Performance Assessment (KELPA) oversight
- Using Interim assessments for NCLB preparation

Consider having a computer with a browser available so you can follow along as you read.

Logging onto the Management and Reporting Tool

The “Logins for Educators” box on the CETE website’s opening page controls access to CETE Management and Reporting Tool. To protect the privacy of students’ data, users are required to identify themselves with a Username and Password before entry.

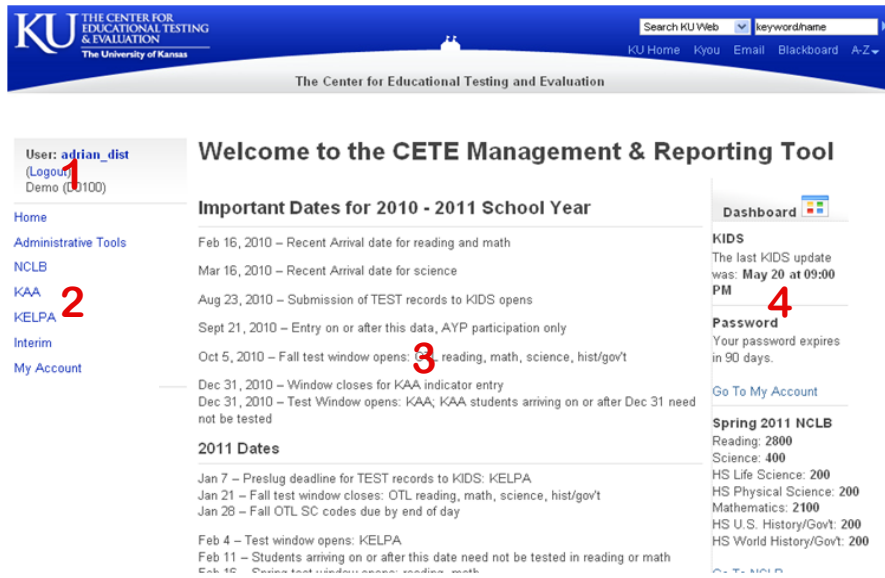
If you do not yet have an account, you will need to make an account request. To initiate the request, click the “Need a new account?” link at the bottom of the “Logins for Educators” box and follow the online instructions to request an account. Choose either “District” or “Building” from the “Account Type” dropdown list, depending on your administrative responsibilities.

You will need to provide an email address as part of the account request. Notification that your request has been submitted will be sent to the email address provided. Please forward your notification email to the person in your district who is responsible for approving accounts. This will make them aware of your pending request and expedite approval. If you are uncertain who that person is, contact your superintendent.

Use the “Forgot?” link above the Password text box if you need to change a forgotten password. There are two options for changing the password. You may provide your birthdate and the answer to your security question, or you may click “Email Password Reset” at the top of the screen. The email alternative is easier as long as the email address associated with the account is your current email. If you have multiple accounts for which you have provided the same email, you will receive multiple email reset instructions, each with the relevant Username identified. If you ignore emails that mention other Usernames than the one with the forgotten password, the other accounts will be unaffected.

A screenshot of the 'Logins for Educators' box on the CETE website. The box has a title 'Logins for Educators' and a sub-title 'Management & Reporting Tool'. Below the sub-title, there is a link 'Access student tickets and reports.' followed by a 'Username:' label and a text input field. Below that is a 'Password:' label and another text input field. To the right of the password field is a blue link 'Forgot?'. Below the password field is a blue button labeled 'Login'. At the bottom of the box is a blue link 'Need a new account?'. Two red arrows point to the 'Forgot?' link and the 'Need a new account?' link.

Navigating the Website



After you have entered your Username and Password on the CETE website, you will get to the Management and Reporting Tool. The home page will appear as on the left.

The principle elements of the home page are:

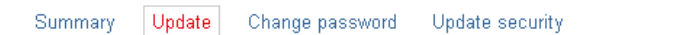
- 1 User profile**
- 2 Task option list**
- 3 Testing calendar**
- 4 Dashboard**

The User profile (1) records which username you used to login, and shows the district and building with which the account is associated. District type accounts show only the district.

The task option list (2) is always visible on the left side of the screen and allows you to choose your next activity. Discussion of "Administrative Tools", "NCLB", "KAA", "KELPA", and "Interim" tasks makes up the later sections of this document.

"Home" simply returns you to the opening display. The final option, "My Account", allows you to view or edit your account information. Clicking "My Account" moves you to an account window with several tabs at the top. The opening tab is a summary of the information about your account.

Clicking the "Update" tab reveals a form with text boxes for changing any of your demographic information.



Make the necessary changes below and then click "Update account details".

First name	<input type="text" value="Arianna"/>
Last name	<input type="text" value="Aardvark"/>
Email	<input type="text" value="aaard@ku.edu"/>



Your account details are listed below, use the tabs above to mo

Account details

Email:
State Teacher ID:
Address:
Phone:
Fax:
Birthday:

Security Settings

Security question: What i
Joined on: May 28
Last password update: Sept. 2

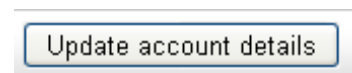
Account Locations

- (0047): Demo Elementary

Groups

- Building

There are also tabs for changing your password and for changing your security question and answer. When changing any of your



account information, make sure to click the update button at the bottom right of the page to save your updates.

The testing calendar (3 on the home page illustration above) has all of the important deadlines for the testing cycle. It includes all test window opening and closing dates, and other important events such as the date after which a student counts only for participation in AYP calculations and the date after which students are exempt from NCLB testing. When KSDE changes deadlines, CETE keeps this calendar current. Refer to it early and often.

On the right side of the home page (4 in the illustration above) there is a dashboard providing useful information, mostly about the flow of data from KIDS (Kansas Individual Data on Students) to CETE. There are four sections on the dashboard. "KIDS" tells you when the most recent transfer of information from the KIDS database to CETE happened.

The KIDS database is CETE's source of data about Kansas students. Beginning in late August, data is updated nightly. (Check the testing calendar for the exact date.) When a student arrives, leaves, or requires a different type of NCLB test, this updating process is how the information is integrated into the NCLB testing data at CETE.

Often in monitoring the progress of the testing program, a problem is discovered that needs to be addressed by supplying new data to KIDS. The last KIDS update date will tell you when new information has been made available to CETE. If expected changes fail to materialize in the Management & Reporting Tool after a CETE update, it will be necessary to investigate. Check with your district technical support to ascertain that the KIDS submission succeeded. If it did, consider calling CETE (785-864-3537) for help.

The section labeled with the current testing window name (here "Spring 2011 NCLB") shows the number of students that have been enrolled in each of the NCLB tests offered during the testing window. Similarly, the "KELPA Students" section gives the number of KELPAs (Kansas English Proficiency Assessments) that have been requested for students. Both of these sections include a link to take you to the data.

There is also a "Password" section on the dashboard which says how long until password expiration, and offers a direct link to "My Account" where the password can be updated. If the password is allowed to lapse, you will find yourself unable to navigate the website on next login until a new password is provided.

Dashboard

KIDS

The last KIDS update was: **May 20 at 09:00 PM**

Password

Your password expires in 88 days.

[Go To My Account](#)

Spring 2011 NCLB

Reading: **869**

Science: **424**

HS Life Science: **0**

HS Physical Science: **0**

Mathematics: **869**

HS U.S. History/Gov't: **0**

HS World History/Gov't: **0**

[Go To NCLB](#)

KELPA Students

Count: **90**

[View Students](#)

Managing Users to Delegate Administrative Functions

Prior to NCLB testing, each district should have a strategy for determining who will have access to the CETE Management & Reporting Tool and who will download test materials. Implementing that strategy begins with managing users.

Administrative Tools

Assign Roles

KCA Audio Order Form

 Manage Users

Test/Script Download

The goal of user management is to provide access to CETE's Management & Reporting Tool for everyone who needs access, while protecting the privacy of student data and the security of testing materials that are available through the site. In pursuit of this goal, CETE has defined several types of users with different levels of access to information and functionality.

The first type of user is the district administrator. This user may be made responsible for approving accounts of any sort throughout the district. They are able to perform all other administrative duties for the district except those relating to the creation and scoring of KAAs (Kansas Alternate Assessments). They are candidates for downloading test materials. They can see all testing results for the district. One such account is created by KSDE for the Superintendent of each district.

A second type of user is the building administrator. This user may be made responsible for granting building personell accounts. They are candidates for downloading test materials for their building. They can see all Interim and NCLB testing results for the building.

The teacher is another type of user. Teachers have no administrative duties. It is possible for teachers to guide their students through Interim testing, monitor their students' progress through NCLB testing, and see testing outcomes for those students.

Teachers' ability to perform these functions is contingent on the districts' decision to submit SCRS (Student Course Records System) roster records to KIDS. SCRS records are of two types: optional roster records, and mandatory completion records. When a district chooses to submit roster records before the testing season, it is sending links between teachers and their students to KIDS. This information is passed along to CETE, making it possible to restrict a teacher's view to their own students. This is necessary to comply with federal privacy requirements. Further information about SCRS can be found on www.ksde.org. Choose "KIDS Project" from the "Most Requested Topics:" dropdown list. Click the documents tab and look for **KIDS 2011-2012 Submission Details Document: SCRS**.

NOTE: Until SCRS roster records are received by CETE, teachers logging into the Management & Reporting Tool will be told that no students are found.

There are three types of KAA users. These need to be understood by district and building users so that appropriate user accounts can be provided to special education staff. There are the district alternate assessment user and the building alternate assessment user. These users, like the teacher, are not responsible for oversight of other users. Their duties are to design and administer students' KAAs. If an account is of district variety, the user can create assessments and enter ratings for students in any building in the district; the building variety is limited to students in one building. The students that are visible to these users are those for whom KAAs were requested through KIDS TEST records.

The third type of KAA user is a dataentry user. These users are unable to do anything else on the website other than KAA dataentry. This user type was originally defined with the expectation that data would be entered by people otherwise uninvolved in the KAA system. In fact, most data seems to be entered by people with Alternate Assessment district or

building accounts, and dataentry authority is now given them. The dataentry user will remain for the benefit of districts that do assign this task to a separate user.

Any person who wants access to the CETE Management & Reporting Tool can go to the opening page of the CETE website and click "Need a new account?" In the application process, the person must identify their district and the type of username they are seeking. The request then becomes a pending application to the district designated.

The decision about how management of these user requests will be delegated among district and building users is a superintendent's decision. The district user account created by KSDE for the superintendent has authority to make or to delegate all user-request decisions for the district. That authority is exercised through the "Manage Users" tool.

District

Building

Groups

Processed

Active

First name

Last name

Username

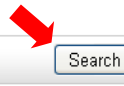
Email

Phone

Clicking the "Manage Users" option on the "Administrative Tools" list will bring up search fields with a list of usernames below, as illustrated on the left. Initially the list includes all usernames. The search is available to isolate a username or a group of names when working with a large number of users. A district user might want to limit the list to only the users in one building. A user responsible for approving accounts might wish to do a check on only accounts not yet processed.

There is a search button on the right side of the screen that must be clicked to effect the search.

The username list, found below the search button, is a table with the name and email address of the person who requested each username, the usernames, and the current status of the accounts. The possible statuses are "Pending - Disabled," "Active," and "Disabled." The entries in the "name" column are links to an account status page where account status and other attributes can be changed.



26 matching results.

Name	Email	Username	Status
Wonderland, Allison	awonder@serviceprovider.com	redknight	Active



The account status page, as it appears to a superintendent, is illustrated below. The first item on the page is the status, "Active" in this case. Beside the status is a "Disable" link for changing the status.

Status	Active Disable
Name	Allison Wonderland
User Name	redknight
State Teacher ID	
Last Login	Never
Password Updated	June 27, 2011, 2 p.m.
Email	awonder@serviceprovider.com
Phone	222-333-4545
Groups	District, district_test_coordinator
Grouping	(D0100): Demo District
Created	June 27, 2011, 2 p.m.

The page has an option to allow the applicant to approve other accounts. If given the privilege to approve, the user is either limited to approving accounts below their level or allowed to approve other accounts at their own level or below. This allows delegation of approval.

An example of using delegation would be deciding that every building should have a building administrator account for the principal allowing that user to approve or reject all username requests that were for teacher or KAA accounts for the building. The principal would be given power to approve other account requests "below level only," but would be unable to approve other building administrator accounts.

Or the principals might be allowed to approve "at level and below," with an eye to having the principals approve accounts for building test coordinators who would oversee NCLB testing in their buildings.

Grouping: (D0100): Demo

Groups: -----

Can user approve other accounts?

- No
- No**
- Yes, below level only
- Yes, at level and below

Can user delegate approval?

The account approval page also has a checkbox to allow the privilege to approve other accounts to be extended to the new user. Here you might imagine the principal of a large high school being given the right to delegate approval. The principal could then approve usernames for department heads who would be delegated the authority to manage accounts for teachers in their departments.

What you see and what you are able to do when visiting the status page is contingent on the information about account approval that was supplied when your account was approved. If no administrative duties were delegated to you, you will not have links to make changes to accounts. The account status page would then be only an information page.

So, a superintendent might choose to personally control the approval of all accounts. The superintendent could designate a person, perhaps the district test coordinator, to approve or reject all requests. The approval privilege could be delegated to principals, so that they were responsible for deciding how much access their staff should have to the CETE website. And it is possible for a superintendent to use the "Manage Users" tool to redesign the strategy for delegating user management.

- [Administrative Tools](#)
- [Assign Roles](#)
- [KCA Audio Order Form](#)
- [Manage Users](#)
- [Test/Script Download](#)

In addition to having user types to help in the management of access to data, CETE has created the concept of "roles." The reason for having roles is two-fold. First, having usernames designated as belonging to superintendents, building principals, or test coordinators makes it possible for CETE to communicate with these groups via email when the

need arises. Second, CETE has been able to attach authority for downloading secure documents from the website to only those users chosen as test coordinator. This limits access to secure material to individuals selected locally to be entrusted with the responsibility.

Clicking on "Assign Roles" brings you to a page with two segments: "Assigned Roles" and "Available Accounts."

Once role assignment has been done, the Assigned Roles segment has a list of people who have been assigned roles. The list is constructed of elements like the one below. There is a

Demo District Test Coordinator [\[Unassign\]](#)

Name	Allison Wonderland (redknight)
Address	1234 White Rabbit Rd. Madhatter, KS 66555
Phone	222-333-4545
Fax	
Email	awonder@serviceprovider.com

heading with the district name followed by the roll name and an "Unassign" link that allows termination of an assignment.

Below the heading are the person's name and, parenthetically, the username with which the role is associated. Also in the box are the address and a link to the email.

The second segment of the role assignment page is a list of all accounts available for assignment. The names that you will see in these two segments depends on the type of administrative account that you are using. Building accounts will see building accounts for people in their building; district accounts can see all holders of district or building accounts in the district. Other account types cannot be assigned roles.

The available accounts list gives the name of the district for district accounts; the name of the building for building accounts. This is followed by name and username, any current assignments, and the roles that might be assigned to the username.

Available Accounts

Select the account to assign to the position listed by clicking on the link.

Location	Name	Username	Current	Possible Assignments
Demo				[Superintendent] [Test Coordinator]
Demo				[Superintendent] [Test Coordinator]
Demo				[Superintendent] [Test Coordinator]
Demo	Wonderland, Allison	redknight	District Test Coordinator	[Superintendent] [Test Coordinator]
Demo				[Superintendent] [Test Coordinator]
Demo Elementary				[Principal] [Building Test Coordinator]
Demo Elementary				[Principal] [Building Test Coordinator]

There can be only one Superintendent and one District Test Coordinator in a district, though they may be the same person. Similarly, there can be only one Principal and one Building Test Coordinator in a building. The result of clicking on any of the "Possible Assignment" links is that any previous assignment of the role is abandoned in favor of the new assignment. It is not necessary to explicitly "unassign" a role to assign it to a different username.

When entering a new academic year, there are often staffing adjustments within a school district. This implies that adjustments will need to be made to the usernames belonging to people whose building or job responsibilities are changed. One strategy is to use the

"Manage Users" tool to disable the old accounts for all such users and have them request appropriate new accounts.

Grouping (0048): Demo Middle

Groups: District

Can user approve other accounts?

Can user delegate approval?

Alternate Assessment (building)
 Alternate Assessment (district)
 Alternate Entry
Building
 District
 Teacher

An alternate approach would be for a district administrator to use the "Manage Users" tool, navigate to the status page for a username requiring adjustment, and make changes to the existing account. The relevant portion of the status page is illustrated on the left.

The "Grouping" dropdown list should have the district chosen for a username that will be a district level account, or the users building if it is a building level or teacher account. This is where you change the building assignment for a building account. The "Groups" dropdown should have the account type appropriate for the user in their new staff position.

After modifying all of the usernames to have appropriate "Grouping" and "Groups" associations, the "Assign Roles" tool could be used to make any necessary role adjustments.

Other Administrative Functions

Administrative Tools

- Assign Roles
- KCA Audio Order Form
- Manage Users
- Test/Script Download

The "Test/Script Download" choice appears **only** to users who have been designated as **test coordinator**. Clicking this option brings to the screen the page illustrated below. The "Test items required" list is compiled from the test type information in the KIDS data that is passed to CETE.

Test/Script Download

Science Tests and Scripts are not available at this time.

[Item Counts](#) - Download the counts of all items to distribute.

[Student Distribution](#) - Download the individual student test distribution list.

Choosing a building from "Buildings that require items" list limits the "Test items required" list to items needed for that building. The list includes paper tests, large print tests, and scripts for read-aloud tests. Use the check boxes to select specific items to be downloaded or the "All" box to download everything.

Buildings that require items

School Listing
 Now viewing 1-3 of 3.

Demo Elementary (0047) Demo High (0049)
 Demo Middle (0048)

One copy of each requested item is downloaded. If multiple copies are required, other copies should be made by the test coordinator. In the green box at the top of the page there is an "Item Counts" link to an EXCEL workbook with the number of copies required for each

Test items required

<input type="checkbox"/> All	Grade	Subject	Item	Amount	Updated
<input type="checkbox"/>	3	Reading	General Script	5	31 Dec 1969
<input type="checkbox"/>	3	Reading	General-largeprint Test	5	31 Dec 1969
<input type="checkbox"/>	3	Reading	KAMM Script	5	31 Dec 1969
<input type="checkbox"/>	3	Mathematics	General Script	5	31 Dec 1969
<input type="checkbox"/>	3	Mathematics	General-largeprint Test	5	31 Dec 1969
<input type="checkbox"/>	3	Mathematics	KAMM Script	5	31 Dec 1969
<input type="checkbox"/>	4	Reading	General Script	5	31 Dec 1969
<input type="checkbox"/>	4	Reading	General-largeprint Test	5	31 Dec 1969
<input type="checkbox"/>	4	Reading	KAMM Script	5	31 Dec 1969
<input type="checkbox"/>	4	Mathematics	General Script	5	31 Dec 1969
<input type="checkbox"/>	4	Mathematics	General-largeprint Test	5	31 Dec 1969

test/script.

There is another link to an EXCEL workbook with a "Student Distribution" list. The list identifies where and who each student is who needs materials, and what item they require.

These EXCEL lists are compiled when you click on the link. Any time there is a change in KIDS test information that affects the number of items or copies needed, the lists change.

[Administrative Tools](#)

[Assign Roles](#)

[KCA Audio Order Form](#)

[Manage Users](#)

[Test/Script Download](#)

Another arrangement that can be made using "Administrative Tools" is the purchase of KCA Audio licenses. If general or KAMM NCLB tests with audio have been chosen for any of your students, you will need to provide one or more machines with a license for the KCA Audio Voice. For \$7.50 you purchase a lifetime license to use the David voice on one machine. There is complete documentation on how to install and use the voice in the Examiners' Manual (available on the CETE website).

When you click "KCA Audio Order Form," a Special Action Request (SAR) form opens to allow an audio license to be ordered. Making a Special Action Request is discussed under "NCLB Test Administration."

NCLB Student Editor and Data Upload

[NCLB](#)

[Student Editor](#)

[Data Upload](#)

[Fall 2011 OTL](#)

[Spring 2012 NCLB](#)

[Special Action Request](#)

[2006 - 2011 Assessment Reporting](#)

[Parent Letters](#)

[DART - Data Analysis and Reporting Tool](#)

[Data Download 2007-2010](#)

[2010 Stick-on Labels](#)

[2006 Data Files](#)

Clicking the NCLB item on the task option list reveals a topics list arranged generally in the order in which the topics will become useful during the annual testing cycle.

The first topic is the "Student Editor." This editor is a window on the KIDS data that is transferred to CETE. You can consult the editor to resolve such issues as whether KIDS records have been submitted, if any test in a content area has been requested for a student and of what type, whether a high school student has completed testing in a content area, what a student's entry date was, and whether and when a student transferred from a building.

Though this is termed an "editor", only the Local Special Codes, the Special Conditions codes, and some of the accommodations are editable fields. Everything else comes from KIDS; and, if in error, must be corrected through KIDS.

On the right is the portion of the editor's opening page where you specify which data you wish to view. The first issue to settle is which "Content Area" is of interest, since the data varies by assessment. Next, district users might wish to choose a specific building to target. (Building users are limited to their building.) The view might then be limited to just one or a few grades. Here the

Content Area

Building

Grade

Students Per Page

Data Filters

Select/deselect multiple filters using the Ctrl key.

Student Name

State Student ID

Local Student ID

Sort

Exit Status

control-click, and click-and-drag techniques work for selecting multiple grades.

The user is allowed to set the number of names that will appear on an editor page, choosing from 10, 15, 20, 25, and 50. The default is 10; higher numbers are helpful when looking at many students.

There is a set of data filters available for further limiting your view. You might wish to see students with disabilities, or students with Special Circumstance codes, or only those taking a particular test type (i.e. KAA or KAMM).

Search fields are present to use when searching for a specific student; you may provide the first or last name (whichever is most distinctive), or a local or state ID.

These are followed by a drop-down list of sort options (student name, building, grade). The last drop-down, "exit status," allows you to choose to view currently enrolled students, or exited students, or both. It is occasionally useful to be able to see the information about students who have transferred from a building.

The continue button takes you to the student listing which is illustrated below. The first element on the page is a set of brief instructions and links to further information on sorting and downloading, topics not addressed here. There also are links for data download and for a list of the accommodations currently available.

For each record you wish to modify, **you must check the appropriate 'Edit' checkbox**. Once you have made all necessary changes on this page, **you must click the 'Save Changes' button**. If you view a different set of records, a different group of variables, or another page/web site without first clicking 'Save Changes', your changes will be lost.

- [Learn about sorting and filtering your results.](#)
- [Download Student Data \(Learn More\)](#)
- [Download Student Data \(tab-delimited\)](#)
- [See a list of available accommodations.](#)

The yellow box reiterates choices made on the opening page.

The blue box identifies groups of variables that may be chosen for viewing. There are a total of forty-nine variables visible through the editor.

They are grouped so that a small number of related variables can be visible on the screen. When the editor opens, the six Identification variables are visible: state ID, local ID, last name, first name, middle name, generation code (i.e. Jr., III). The other groups are:

Current filters and criteria.

Building: all	Subject: Reading	Grades:
Filters:	Student Name:	Sort: lname, fname
State ID:	Local ID:	Per Page: 10

[Identification](#) | [Location](#) | [Attend](#) | [Demographics](#) | [Other](#) | [Testing](#) | [Accommodations](#) | [Local Special Codes](#) | [Admin](#)

Now viewing records 1 - 10 of 2800.

<< First | < Prev | Next > | Last >>



Edit?	State ID	Local ID	Last Name	First Name	Middle Name	Gen Code
<input type="checkbox"/>	1115004044	4044	Abdallah	Bradley		
<input type="checkbox"/>	1112002350	2350	Abel	Kimberly		
<input type="checkbox"/>	1115004670	4670	Akematy	Marysman		

- Location – AYP district, AYP building, exit date and exit code if they exist, attendance district, attendance building, and grade.
- Attend – was the student attending in the building, in the district, or in the state prior to September 20; or in the U.S. a year prior to the opening of the spring testing window? What was the student's school entry date? (Compare to the exit date in the Location variables.)
- Demographics – gender and race.
- Other – English for Speakers of Other Languages (ESOL) code defined by KIDS, Special Education (SPED) code defined by KSDE, gifted designation (GI or blank), and the group 1 and group 2 labels that may have been provided through KIDS to aid in assessment material distribution.
- Testing – whether the student has completed Opportunity To Learn testing in the current content area (applies only to high school students, "complete" means the student will not be issued testing tickets), the type of test requested through KIDS (there are up to 28 types, depending on content area), and a drop-down list where a

Special Circumstance code may be chosen to explain why a student is not being tested (codes defined by KSDE, some of which exempt the student from testing).

- Accommodations – columns for the 17 possible testing accommodations with checks for chosen options (11 of the columns have checkboxes and are selectable in the editor; the other 6 are automatically marked based on the type of test that has been requested for the student through KIDS)
- Local Special Codes – 5 one-digit numeric variables that can be defined locally.


While accommodations, Special Circumstance codes and Local Special Codes can be entered through the editor, this is a cumbersome process, so the "Data Upload" tool was created to allow uploading data from an EXCEL spreadsheet when a lot of data must be introduced. Uploading is itself a fairly complex process, and is not recommended in circumstances where there are fewer than twenty-five students requiring SC codes or accommodations. The upload process is explained in the Upload documentation available through a link on the "Data Upload" page.

 [Get Upload documentation](#)
 [Get Upload Template](#)

There is one other important function available in the editor. On the opening page there is a "Request a KIDS update now"

From here, you can edit 2011 student data that was not provided by the KIDS system as well as view student data that CETE received from KIDS.

Begin by selecting at least a Content Area below, then click Continue.

 [Request a KIDS update now](#) - Useful for new students or students for whom you have made a recent KIDS data correction.

link. This link allows you to request an emergency pull of data from KIDS for a particular state ID. It takes about fifteen minutes for the event to occur, and you can request that an email be sent when the process is complete. If you feel that new KIDS data has been supplied for a student, but do not see it in the editor, you can use this link.

That said, the most common reason for not seeing uploaded information in the editor is that the new data contains an exit date that is the same as, or later than, the student's building entry date. This means that the student is assumed exited and the data is disregarded. Check for this by comparing the exit date field in the "Location" variables with the building entry date among the "Attend" variables. These dates come to CETE from KIDS and to KIDS from your school information system. Problems with the dates must be addressed locally.

NCLB Test Administration

NCLB

[Student Editor](#)

 [Data Upload](#)

 [Fall 2011 OTL](#)

 [Spring 2012 NCLB](#)

[Special Action Request](#)

[2006 - 2011 Assessment Reporting](#)

[Parent Letters](#)

[DART - Data Analysis and Reporting Tool](#)

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[Spring 2012 NCLB](#)

[2006 Data Files](#)

As a testing window approaches, its name will appear among the task options on the "NCLB" dropdown list. Clicking a window name brings forth a list of tools used in managing the testing process. The first is "Print Tickets".

Tickets become available two weeks prior to the opening of a window to allow districts to begin printing and distributing them. Clicking "Print Tickets" will make a building selection list appear, since tickets are presented in building/subject/grade packets.

Choose from the following:

-  [Print Tickets](#) - Start here by downloading your st
2. [Monitor Status](#) - **View** the testing status of your
 3. [View Results](#) - Download your students' test res
 4. [Audit Spreadsheet](#) - Verify that all your students

[Return to the Testing Main Page](#)

Demo High

Subject/Grade Configurations
Now viewing 1-6 of 6.

Reading	HS Science - Physical
Grade 9	Grade 9
Grade 10	Grade 10
Grade 11	Grade 11
Mathematics	HS History/Gov - U.S.
Grade 9	Grade 9
Grade 10	Grade 10
Grade 11	Grade 11
HS Science - Life	HS History/Gov - World
Grade 9	Grade 9
Grade 10	Grade 10
Grade 11	Grade 11

Once the building issue is resolved, there is a selection screen with links for every subject and grade combination available during the testing window. Click an option to move to the "Test Session Tickets" screen.

The "Test Session Tickets" screen has a green information box at the top that explains how to use the ticket printing links in the yellow box, which is represented below.

From the yellow box you may choose either to print a PDF file with tickets already formatted, or to download an EXCEL spreadsheet with student information that can be used to design your own ticketing system.

If you choose to use the PDF, you will find that it has several elements:

- an explanatory cover page
- a "Ticket Summary" listing, and
- a section of tickets for each test part.

The explanatory cover page has everything you need to know to understand the CETE-designed ticketing system.

During NCLB testing, you are able to monitor student status by choosing the "Monitor Status" option. After working your way through building selection and subject/grade choice (as in the ticket printing process), a "Status/Reactivation" page will be displayed.

All Students

- Download All-Ticket PDF
- Download All-Student Spreadsheet

Individual Students

- Download Tickets For Specific Students

Tickets by Group


Choose from the following:

1. [Print Tickets](#) - Start here by downloading your st
2. [Monitor Status](#) - View the testing status of your
3. [View Results](#) - Download your students' test res
4. [Audit Spreadsheet](#) - Verify that all your students


[Return to the Testing Main Page](#)

The labeling in the yellow bar on this page identifies the building, subject, and grade of the data you are viewing. The gray monitor status table gives information about student testing. Here you can view the test status of the entire list of students that CETE knows about.









Building: Demo Elementary Subject: Reading Grade: 4

 Students who are "bounced" or "kicked out" of the system without officially ending the test part do NOT need to be reactivated if they have been taking the same test part for less than 90 minutes. This means a student CAN use her/his test session ticket AGAIN within 90 minutes of their starting the test without needing to be reactivated.

Find students by any part of their name: 

 [Student Status Spreadsheet](#) - Download this data in Excel-compatible format.

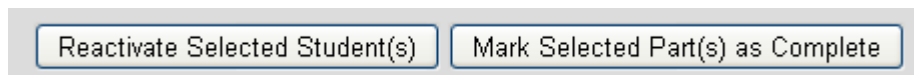
Student Listing
Now viewing 1-50 of 397. [Next 50](#)

Name	Part 1	Part 2	Part 3	Total
Abramovich, Collin	<input type="checkbox"/>  <i>Not started - Not ended</i>	<input type="checkbox"/>  <i>Not started - Not ended</i>	<input type="checkbox"/>  <i>Not started - Not ended</i>	
Adams, Peri	<input type="checkbox"/>  00:01:55 11/04/2010 12:30 PM - 11/04/2010 12:32 PM	<input type="checkbox"/>  00:02:06 11/04/2010 12:32 PM - 11/04/2010 12:34 PM	<input type="checkbox"/>  00:02:09 11/04/2010 12:34 PM - 11/04/2010 12:36 PM	

In the event that you are looking for a specific student, you may enter the portion of the student's name (first or last, whichever is most distinctive) in the text box beside the "Find" button and click the button. This will limit the list to names that match the search pattern.

The example shown above has one student who has not yet started testing and another whose test is complete. Notice that the testing system collects timing information and shows the student's starting and stopping times, as well as the duration for each completed test part. The student in this example worked for about two minutes on each test part, and one might expect a poor score on the test.

At the bottom of the Monitor Status table are two buttons; one to effect the reactivation of test parts, the other to allow parts to be marked as complete.

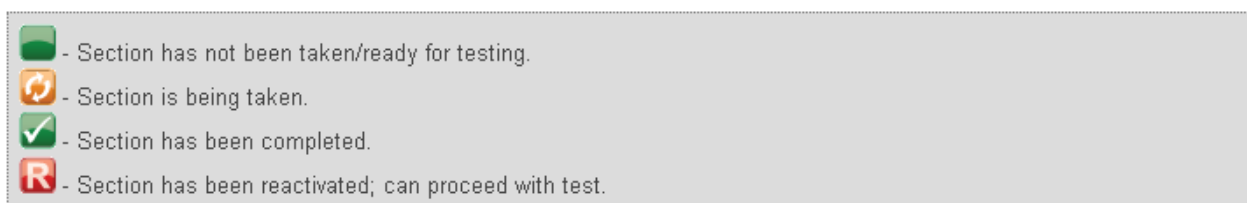


Reactivation is the reopening of a test part so that a student may continue working. This option is made available so that a student whose testing is interrupted (or who is discovered to have skipped a significant number of items) will be able to complete the test. This should not be an alternative of frequent resort, because when a student initiates testing, a 90-minute window is defined during which that student may resume testing by simply logging in again if the session is dropped. Hence, unless there is extended power failure during testing, it should be possible to restart an interrupted test session without reactivation.

That said, if there is an interruption to testing which would compromise students' performance, the option to reactivate and continue testing at a later time does exist. A building or district level user can reactivate student tests. Click the check box in the row and column of the status monitoring table that identifies each student test part that requires reactivation, and then click the "Reactivate Select Student(s)" button. The testing should be resumed and completed as soon as is feasible.

With respect to skipped items, if the proctor reviews the summary page at the end of each student's test to verify that the student has responded to all items, skipped items will be identified before the student exits the test. But occasionally a student manages to terminate testing with 8 or more skipped items. (Usually, the student has failed to read a passage on a reading test.) Again, reactivation is the remedy.


The icons on the status monitoring table provide feedback on testing status. This legend explaining all possible icons appears at the bottom of the "Status/Reactivation" screen.



The **R** informs the teacher when a test section has been reactivated and is ready for the student to complete testing. It is important that no such symbol remain when testing is complete. If a test is reactivated and then never reopened, use the "Mark Selected Part(s) as Complete" button to return the test to the completed state.


The **refresh** "Section is being taken" icon will always be present while students are testing. Occasionally, you will find that the symbol persists when no students are testing. This indicates that there may have been a problem with closing a test.

The first thing to do in addressing this issue is to wait until the morning following testing. Some districts use a Local Caching Server (LCS), a computer that collects student responses in the district, sending them in bundles back to CETE. The student responses saved in the LCS are sometimes sent to CETE during off-peak hours. This may cause a delay in closing student tests.

If the  remains over-night, talk to your technical support staff. CETE should be contacted at 785-864-3537 to help in resolving the issue. No "Section is being taken" icon should be displaying when testing is considered complete.


When students have been tested, it is possible to check on student scores immediately by choosing "View Results." Again, you will pass through building selection and then subject/grade choice, arriving at a "Test Results" page.

Choose from the following:

1. [Print Tickets](#) - Start here by downloading your st
2. [Monitor Status](#) - **View** the testing status of your
3.  [View Results](#) - Download your students' test res
4. [Audit Spreadsheet](#) - Verify that all your students

[Return to the Testing Main Page](#)

The lower part of the page is the immediate feedback score report. It tells you how students performed and whether any of them had missing responses on their test.

Building: Demo Elementary	Subject: Reading	Grade: 3			
All Students					
 Download All Results (PDF) Download All Results (XLS)					
Students By Group					
Refresh this page.					
Name	State ID	Form	Score	Performance Cat	Missing
Abdallah, Bradley	1115004044	696	0	1	55
Adkins, Emma	1115002058	548T	24	1	0

For a more complete performance report click on "Download All Results (PDF)". This will cause a printable report to be opened in your browser. The report has three portions:

- Student score listing,
- Student indicator table, and
- Summary listing.

The score listing has virtually the same information as the immediate feedback page.


The indicator table has for every student the percent of items responded to correctly for each indicator (or standard in the case of science and history/government assessments). This is helpful in assessing weaknesses in a student's understanding of tested curriculum indicators. The table is missing for the two-part high school science and history/government assessments as the report is about the test parts and percent correct by standard is only calculable when the two parts are combined.

The summary listing gives group information. For students who took the general assessment, some simple statistics and lists of the three easiest and three hardest indicators are provided. There is also a graph of the score distribution. And a graph of performance category distribution including all students tested, KAMM and general.

To make it easy for test administrators to determine whether students require testing (and as the window is coming to an end, whether testing has happened) an "Audit Spreadsheet" option is offered. Clicking "Audit Spreadsheet" brings a download box to the screen; follow on-line instructions to reach an EXCEL spreadsheet.

Choose from the following:

- 1. [Print Tickets](#) - Start here by downloading your st
- 2. [Monitor Status](#) - View the testing status of your
- 3. [View Results](#) - Download your students' test res

 [Audit Spreadsheet](#) - Verify that all your students

[Return to the Testing Main Page](#)

For every requested test there is a line of data that identifies the location (both for AYP accountability and for attendance) of the student, the test at issue, the student's name and local and state ID numbers, and any grouping information submitted with the test request. This is followed by information that impacts the student's test status:

- any Special Circumstance code that the student has been given for this test,
- whether the student has exited the building,
- the requested test type (or OTL complete if this is a high school student who has completed testing in the content area),
- the number of test parts taken,
- count of omitted items,
- the score, and
- the performance category.

This information should be sufficient to determine whether all students have been tested; and if not, whether the reason is known to KSDE. One caveat...students for whom no test was requested will be unknown to CETE. But, in the end, the AYP building will be held accountable for any student in KIDS who should have been tested (i.e. was in a grade for which the state mandated testing), whether or not a test request was submitted.

- [NCLB](#)
- [Student Editor](#)
- [Data Upload](#)
- [Fall 2011 OTL](#)
-  [Spring 2012 NCLB](#)
- [Special Action Request](#)
- [2006 - 2011 Assessment Reporting](#)
- [Parent Letters](#)
- [DART - Data Analysis and Reporting Tool](#)
- [Data Download 2007-2010](#)
- [2010 Stick-on Labels](#)
- [2006 Data Files](#)

Occasionally during testing, some situation arises that requires special attention from CETE or KSDE. The requests for help are documented through the submission of a Special Action Request (SAR). There are two classes of such events that are common enough to warrant mention on a "Request Type" dropdown list.

The first, "Voice License," is a request for a "KCA audio voice license." The need for such a license is explained in the discussion of "Other Administrative Functions" above.

Order Name

Billing Name

Billing Address1

Billing Address2

Billing City

Billing Zip


Billing Phone

Contact Email

Number of Audio Licenses

Building

Request Type




Select a request type

Select a request type

Voice License

Reset Test

Other



When "Voice License" is chosen and "Continue" clicked, the form to the left is displayed for collection of the necessary information for fulfilling the request. Clicking continue on this page brings up a receipt that can be printed.

Request Detail

Subject

Grade

State Id 1

Action

Reason

The other common request is for resetting a test. A test reset is the complete elimination of a test that has been started (meaning anything from opening and closing a single test part to actually taking a full test) because the test was deemed an inappropriate test for the student. To the left is the form that appears when "Reset Test" is chosen and "Continue" clicked. It requires the user to choose the content area and grade of the test and enter the state ID of the student. There are text boxes for describing what is wanted and why.

It is not uncommon for a "**Reset Test**" request to be made when what is actually wanted is **Reactivation** of a test part or parts. Usually, the confusion is evident in the reason for the request being made. In such cases the SAR is rejected and an explanation emailed to the requester. They can then perform the reactivation as described in the discussion of the "Status/Reactivation" page.

When a reset request is granted, the old test is eliminated. A new, appropriate test can then be requested for the student through a KIDS TEST submission.

NCLB Feedback and Data Analysis Tools

NCLB

- [Student Editor](#)
- [Data Upload](#)
- [Fall 2011 OTL](#)
- [Spring 2012 NCLB](#)
- [Special Action Request](#)
- [2006 - 2011 Assessment Reporting](#)
- [Parent Letters](#)
- [DART - Data Analysis and Reporting Tool](#)
- [Data Download 2007-2010](#)
- [2010 Stick-on Labels](#)
- [2006 Data Files](#)

Every year when the spring testing window closes, complete assessment reports are generated. These annual reports are made available by clicking the "Assessment Reporting" option. There are links on the page for choosing the report year. The current year is initially selected.

2006 - 2011 Assessment Reporting

Viewing 2011: [[2006](#) | [2007](#) | [2008](#) | [2009](#) | [2010](#) | [2011](#)]

In the center of the page is a gray "School Listing" box that allows you to specify which building's data you wish to see. For district users, there is a link above the box for choosing the whole district.

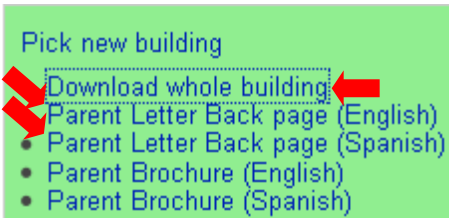
You may also download all building reports for your district in one document.

School Listing
Now viewing 1-3 of 3.

Demo Elementary (0047)		Demo High (0049)
Demo Middle (0048)		

The assessment reporting is in PDF format with a separate, bookmarked segment for each subject/grade-level report. The segment has a coversheet with the date of report revision on its upper right hand corner. The reports are refreshed nightly between the close of the spring testing window in April and the close of the KIDS database some time in early to mid July. When there are changes in a report, the new report is made available with an updated revision date on the coversheet. If you have a printed report, you can tell whether that report is the most recent version by comparing the online revision date with that of the printed report.

Schools are also provided with "Parent Letters" describing student performance on each test, which fulfills the federal requirement for parent reporting on NCLB assessments. The letters can be reached by clicking "Parent Letters" and then using the "School Listing" box to



get to the letters you want. There are options in the green box at the top of the page which help speed the creation of letters.

An individualized letter for each student exists, and should be printed on an appropriate "Parent Letter Back." The "letter back" explains in detail the meaning of the report on the front. Because a significant portion of Kansas' population speak Spanish, there is a Spanish version of the letter back. Links in the green box allow the download of either back page option, or of all the letters for a building. There is also a Brochure available.

Also on the page is a "Subject/Grade Configurations" box that allows you to download and print letters by subject and grade. It is recommended that you explore the "Download whole building" and "Pick new building" links to simplify letter distribution.

A third form of score feedback is the "Stick-on Labels. Again, click the option, use the "School Listing" to find the labels. The labels identify an assessment, a school, a student, and the student's score and performance level. They are designed to stick on a student's permanent record. They are available from the time in May that test scores become available until the following spring when a new batch of labels are created. There is only ever one year's labels available; when the year of availability ends the labels are gone.

- NCLB
- Student Editor
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There are also "NCLB" options to help with data analysis. One is "DART- Data Analysis and Reporting Tool." This tool allows you to use the selection screen depicted on the right to specify what assessment, building, and grade you are interested in investigating. After some further setup, formatted tables with information about assessment performance of the group become available.

Year: 2011

Subject: --Choose a Subject--

School: 0047 - Demo Elementary, 0048 - Demo Middle, 0049 - Demo High

Grade: 3, 4, 5, 6, 7, 8, 9, 10, 11

Enable Student Listings: Include student score list

Proceed >>

Exactly which reports you see in the end depends on your choices in the setup phase, but the reports available are:

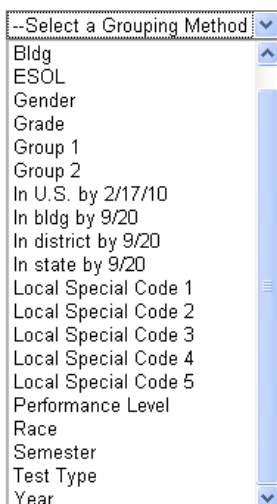
- student score listing with test type, score, and performance level
- student indicator listing with percent correct by indicator
- instructional planning graph for the group
- group summary information.

The power of the tool rests in the ability to choose, from the list on the left, variables that you would like to use in disaggregating your data. If grouping variables are chosen, all the reports that you have stipulated are produced for each group and for the entire group.

This tool is of sufficient complexity that further discussion would serve only to confuse. While a few minutes of interaction should make its usefulness manifest.

The other data analysis help CETE offers is "Data Download." When the current testing cycle began in 2006, CETE and KSDE planned to continue the old method of making assessment data available as a package of predefined variables. Hence, there is an option for "2006 Data Files,"

which has "School Selection" and download windows, much like the feedback tools.



The next year a new, more flexible strategy for assessment data distribution was designed. The "Data Download 2007 -..." link is available for downloading all subsequent years' data.

Clicking the "Data Download" option brings forth the selection box pictured on the right. Data can only be extracted by single year, the first choice to be made. You can then select any or all subjects tested. (Subjects not actually tested in the chosen year are ignored.) District users will then need to decide which building or buildings are of interest. There is an option for entire district; click-and-drag and control-click work for the selection of some-but-not-all.

Clicking the "Next>>" button gives the user an opportunity (see left) to select the variables that they wish to download. The "Check All" button is available to simplify choosing. The button toggles between "Check All" and "Uncheck All" when pressed repeatedly.

Pressing "Download My Data" will cause your browser to offer the opportunity to open or save a directory of zipped file, one for each subject that was chosen, with the variables you selected.

Kansas Alternate Assessment (KAA) reporting

KAA Indicator Reports

Building and district type usernames have very little access to the KAA portion of the CETE website. This is because most of the KAA functionality has to do with creation and administration of KAA assessments for students with severe disabilities. It is hoped that limiting access to this functionality will protect the work of the Special Education staff from other curious users. "Indicator Reports" are available to building and district users who may want to know how KAA scores will impact AYP for their building or district.

Administrators who wish to know about the support provided by CETE for KAA testing might click "Assessment Program" on the opening page of the CETE website, and choose "Documentation." "KAA Implementation Guide" is to be found among the manuals there. This document deals specifically with the support that the CETE website provides for KAA. For a more generalized view of the KAA, see *Kansas Alternate Assessment Teacher's Guide* on the KSDE website.

Kansas English Language Performance Assessment (KELPA) oversight

The KELPA is the only statewide test administered by CETE that is still taken on paper forms and scored through the use of a scanner. The annual cycle for KELPA testing is:

- KELPA requests entered by early January for preslugging
- Testing window opens in early February
- Testing window closes in late April/early May
- KELPA forms are due at CETE two weeks after window closes.

Exact dates for these events can be found on the home-page testing calendar.

"Preslugging" is the process of printing identification information on test forms before distributing them. Preslugging dramatically reduces the number of tests that cannot be associated with any student known to KIDS because of errors in marking the form. The early January preslug deadline means that many members of the highly mobile ESOL population do not receive preslugged forms. But it is necessary to begin processing forms at that time so the forms can be distributed for the early-February window opening. CETE includes extra forms for each district with blank student identification fields for late-comers; the count is based on the number of students enrolled for KELPA in the district. If you receive an inadequate supply of materials, email cete@ku.edu with counts of extra forms, booklets, and CDs needed at each grade level. Generally, the materials will arrive the next day.

All ESOL students in kindergarten through twelfth grade must be tested if they arrive before the close of the testing window.

At the end of testing, test forms and CDs should be returned to CETE. Booklets may be destroyed locally if a secure method of disposal exists (dumpsters do not qualify); otherwise, return booklets to CETE as well.



When KELPA forms have been scanned by CETE, it's usually necessary to "Fix Problems." When the state ID on a form is not recognized or no KELPA was requested for the bubbled ID, or building and grade information on the form does not conform to the values in KIDS, local staff will need to correct the scanned forms. Clicking "Fix Problems" brings you to the "Resolving Problems" page which has a "KELPA Problem Description" link to instructions for correcting problems.

Users are made aware of the existence of problems by the annual KELPA report. Find those reports by choosing "KELPA reports" and selecting a building from the "School Listing."

There are three sections to the KELPA report:

- An error table listing forms received that could not be scored
- An error table showing ESOL students without forms
- A student score report.

Often a student appears in both error tables; for example, when a state ID is incorrectly bubbled on a test form. This causes the form to qualify for the first list, and the student to qualify for the second.

The KELPA reports are updated nightly, while problems available for correction in the problem editor are updated every fifteen minutes. Hence, it is possible for a problem listed in a report to no longer be visible in the problem editor because it has already been corrected. The revision date at the upper right of the KELPA Report coversheet can be used to determine how recently the report has been updated.

The student score report gives fluency information that is used to determine what language services will be required in the coming year. Clicking download brings a "School Listing" to the screen; choosing a building brings up either a report or a message saying the building had no KELPA report.

KELPA report information is also made available through download so it can be incorporated into local data. Click on "KELPA Downloads" and use the "School Listing" to get to on-screen download instructions. The data is tab-delimited with an XLS extension for easy opening in EXCEL. You might need to change the extension if you do not use EXCEL.

[KELPA](#)

[Fix Problems](#)

[2006 - 2011 KELPA Reports](#)

[2006 - 2011 KELPA
Downloads](#)

 [KELPA-P](#)

Schools are required to assess the English fluency of students whose first language is not English within two weeks of first arrival in this country. There are several acceptable testing vehicles; KELPA-P is an option made available by the state of Kansas. Choosing "KELPA-P" from the task list will bring up a screen with links to testing materials and instructions on how to use them. More information about fluency testing of newly arrived students can be found on the KSDE website.

Using Interim assessments for NCLB preparation

CETE offers an Interim testing program to prepare students for NCLB testing. Interim tests evaluate students over all tested indicators. There are three windows of testing opportunity for students: two in the fall and one in the winter. This allows the evaluation of students' progress at three points during the academic year, giving teachers an estimate of student achievement on all tested indicators. This can aid in curriculum planning.

The Interim testing program is fully discussed in the Kansas Interim Assessment Examiner's Manual. The manual is available on the opening page of the CETE website. Find it by clicking "Assessment Program" and choosing "Documentation." This manual has a thorough discussion of what the assessment is, how to administer it, and how to interpret the score reports.